



JEFFERSON ELEMENTARY

170 Flint Drive
Warrenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	545 Students	
Principal	Pamela J. Hart	803-593-7180
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

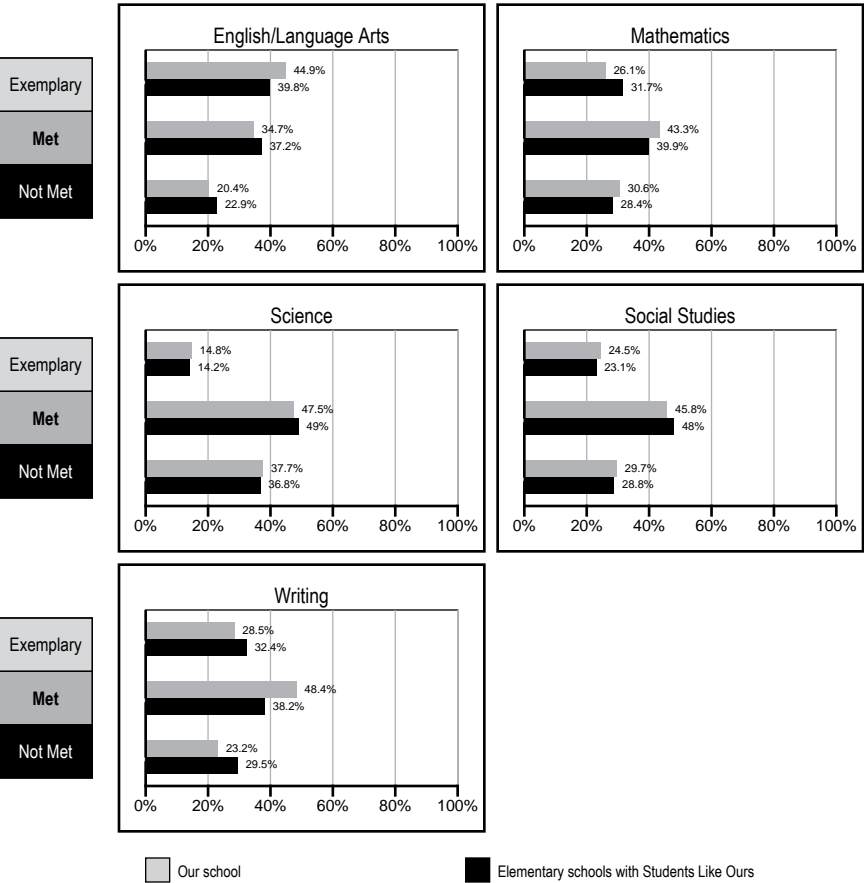
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	24	87	3	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=545)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 2.8%	1.2%	1.2%
Attendance rate	94.9%	Down from 96.2%	95.9%	96.1%
Eligible for gifted and talented	12.9%	Up from 11.9%	11.7%	11.7%
With disabilities other than speech	5.7%	Down from 6.6%	8.8%	8.0%
Older than usual for grade	1.2%	Down from 1.6%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	55.9%	Up from 52.6%	60.3%	60.5%
Continuing contract teachers	94.1%	Up from 73.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 86.5%	88.7%	87.0%
Teacher attendance rate	89.9%	Down from 93.4%	95.4%	95.4%
Average teacher salary*	\$46,235	Down 0.7%	\$47,280	\$47,288
Professional development days/teacher	13.4 days	Up from 12.8 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	81.0%	Down from 87.3%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,762	Down 1.0%	\$7,537	\$7,548
Percent of expenditures for instruction**	69.9%	Down from 71.7%	67.4%	68.7%
Percent of expenditures for teacher salaries**	67.6%	Up from 57.0%	64.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Academic achievement remained the top priority of Jefferson Elementary School for this school year. The Measures of Academic Progress (MAP) tests were administered to our first through fifth grade students in the fall, winter, and spring. Teachers used the diagnostic results of the tests in reading, math, and language to differentiate instruction for each student at his/her level. J Team, our afterschool tutoring program, provided an opportunity for students to be taught in their areas of weakness by certified teachers on Tuesdays and Thursdays. Qualifying first grade students were served by Reading Recovery. Second grade students were served in small groups in a Reading Intervention Model.

At Jefferson Elementary School, we believe it is important for children to be recognized and honored for their positive actions and accomplishments. This recognition was carried out in a variety of ways. A school-wide awards ceremony was held at the end of each nine weeks to recognize students for attendance, honor roll, most improved, good manners, good behavior, good citizenship, most effort, and exceptional performance in art, physical education, music, and speech. Monthly, each homeroom teacher selected a Citizen of the Month who received a certificate and had his/her picture posted on a bulletin board. Students were rewarded by teachers, staff members, and administrators with Eagle Tickets when they were caught doing the right thing. The Celebration of Character provided another opportunity for students to be commended for outstanding behavior. Students also enjoyed opportunities to participate in extracurricular activities such as Student Ambassadors, Valentine Court, the Fall Carnival, Field Day, and WJES, our morning television news show. Students practiced civic pride and benevolence by participating in Adopt a Highway, Pennies for Patients, the Ronald McDonald can tab program, and Terra Cycle Pouch Brigade.

Parents are able to actively participate in events and activities that bring them into the school. Their children get the message that "School is important" when parents volunteer in classrooms, chaperone field trips, and attend functions such as Open House, Family Reading Night, Family Math Night, the Fall Carnival, Sciencefest, Night of the Arts, the Holiday Shop, and Valentine Court. Parents and community members are kept up to date on school news and upcoming events through The Eagles' Tales, our parent newsletter. Additionally, our Family Handbook and our website, www.jeffersonelementaryschool.net, also help to keep parents well informed.

Jefferson Elementary is a great place to be. Our faculty and staff earned us the honor of being named United Way 2009 School of the Year. We also maintain our status as a Red Carpet School. Through the efforts of our PTO chairperson, Mrs. Dawn Gresham, we received a grant from Lowe's for \$5,000 which was used to install a walking track around our playground. Come visit us and you'll see why we say, "There's no place we'd rather be than Jefferson Elementary."

Letty Harris, SIC Chairperson
Pam Hart, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	81	60
Percent satisfied with learning environment	67.6%	83.8%	84.7%
Percent satisfied with social and physical environment	91.2%	90.0%	86.7%
Percent satisfied with school-home relations	88.2%	88.9%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	264	98.1	20.3	34.6	45.1	89	85.1	83.5	Yes	Yes
Gender										
Male	136	96.3	26.4	28.1	45.5	84.3	82.1	80.1	N/A	N/A
Female	128	100	14.4	40.8	44.8	93.6	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	188	98.4	14.9	34.9	50.3	92	89.8	89.6	Yes	Yes
African American	58	96.6	35.1	35.1	29.8	77.2	77.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	25	80	66.7	16.7	16.7	50	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	97.6	26.5	36.1	37.4	85.8	79.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	264	100	30.5	43.1	26.4	81.3	79.8	80.4	Yes	Yes
Gender										
Male	136	100	28.9	38.8	32.2	82.6	78.1	78.4	N/A	N/A
Female	128	100	32	47.2	20.8	80	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	188	100	24.6	47.4	28	87.4	86.1	87.8	Yes	Yes
African American	58	100	49.1	31.6	19.3	64.9	70	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	25	100	75	20.8	4.2	41.7	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	36.8	45.2	18.1	76.1	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

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N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	172	100	37.7	47.5	14.8	62.3	65.3	67.3
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Gender

Male	90	100	31.7	47.6	20.7	68.3	65.8	66.9
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Female	82	100	43.8	47.5	8.8	56.3	64.8	67.7
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Racial/Ethnic Group

White	119	100	30	53.6	16.4	70	76.4	79.6
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African American	39	100	53.8	35.9	10.3	46.2	48.8	49.7
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
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Hispanic	11	100	I/S	I/S	I/S	I/S	53.1	59.4
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	69.5
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Disability Status

Disabled	12	100	N/A	N/A	N/A	18.2	29.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	53.7	58.6
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Socio-Economic Status

Subsidized meals	111	100	48.6	43.8	7.6	51.4	53	55.4
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Social Studies

All Students	169	99.4	29	45.8	25.2	71	66.2	70.9
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Gender

Male	88	100	27.6	42.1	30.3	72.4	66.5	70.1
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Female	81	98.8	30.4	49.4	20.3	69.6	66	71.7
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Racial/Ethnic Group

White	124	100	23.3	50	26.7	76.7	73.7	79.2
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African American	35	97.1	48.5	36.4	15.2	51.5	53.7	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.3	86.8
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.8	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
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Disability Status

Disabled	21	100	66.7	23.8	9.5	33.3	31.4	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65.1	68
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Socio-Economic Status

Subsidized meals	104	100	36.7	48	15.3	63.3	55.5	60.8
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Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	260	100	23.2	48.4	28.5	76.8	73.1	72.1	94.9	95.9
Gender										
Male	132	100	26.7	45.8	27.5	73.3	66.6	65.2	94.9	95.8
Female	128	100	19.8	50.8	29.4	80.2	80	79.2	95	96
Racial/Ethnic Group										
White	186	100	21.7	46.9	31.4	78.3	79.8	80.8	94.6	95.7
African American	58	100	28.1	50.9	21.1	71.9	62.9	59.7	95.6	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	87	97.8	97.6
Hispanic	12	100	I/S	I/S	I/S	I/S	66.1	64.6	95.6	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80.6	73.4	99.6	96.4
Disability Status										
Disabled	24	100	82.6	13	4.3	17.4	24.3	27.7	93.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.3	63.7	95.9	96.5
Socio-Economic Status										
Subsidized meals	166	100	27.7	53.5	18.7	72.3	63.6	61.9	94.4	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	82	100	19.7	36.8	43.4	80.3
	4	79	100	13.5	51.4	35.1	86.5
	5	82	100	23.4	44.2	32.5	76.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	98	14.7	30.5	54.7	85.3
	4	77	96.1	20.8	29.2	50	79.2
	5	85	100	26.9	44.9	28.2	73.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	82	100	25	44.7	30.3	75
	4	79	100	12.2	59.5	28.4	87.8
	5	82	100	36.4	39	24.7	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	37.9	34.7	27.4	62.1
	4	77	100	25	47.2	27.8	75
	5	85	100	26.9	50	23.1	73.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	38.5	33.3	28.2	61.5
	4	79	100	21.6	63.5	14.9	78.4
	5	39	100	44.7	42.1	13.2	55.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	58.3	29.2	12.5	41.7
	4	77	100	23.6	58.3	18.1	76.4
	5	44	100	38.1	50	11.9	61.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	41	100	18.9	51.4	29.7	81.1
	4	79	100	13.5	62.2	24.3	86.5
	5	43	100	43.6	43.6	12.8	56.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	98	19.6	58.7	21.7	80.4
	4	77	100	26.4	37.5	36.1	73.6
	5	41	100	47.2	47.2	5.6	52.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	81	100	32.5	39	28.6	67.5
	4	84	98.8	31.2	51.9	16.9	68.8
	5	81	100	35.1	42.9	22.1	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	100	24.2	49.5	26.3	75.8
	4	77	100	19.4	45.8	34.7	80.6
	5	85	100	25.3	49.4	25.3	74.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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